

Indiana Department of Education
SUPPLEMENTAL EDUCATIONAL SERVICES
Effective Tutoring Resource Guide

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SUBPART A: KEY ELEMENTS OF EFFECTIVE TUTORING

Section 1.0: Purpose and Scope

The purpose of this Part is to establish important key elements of highly effective tutoring.

SUBPART A: KEY ELEMENTS OF EFFECTIVE TUTORING

Section 2.0: Staff Disposition

All staff providing tutoring for individuals or groups should, at all times, exhibit warm and caring attitudes (Vadasy, Jenkins, Antil, Wayne, & O'Connor, 1997). Research indicates that students tend to resist attending programs in which staff demonstrate negative attitudes (Shumow, 2001). Emotionally positive atmospheres make students feel comfortable and promote increased student attendance and participation in programs. It also promotes higher levels of student motivation and reduces the chances of disruptive student behavior (Carpenter & McKee-Higgins, 1996). Warm and caring tutors help to create emotionally positive atmospheres. It is in this realm that students can make the highest academic gains and benefit from other positive outcomes that are associated with cognitive and social development (Gaustad, 1992; Riggs & Greenburg, 2004).

Section 2.1: Staff Training

Research indicates that in addition to positive attitudes of tutoring staff, high levels of staff training improve the effectiveness of tutoring programs and increase academic achievement (Al-Hazza & Gupta, 2006; Shanahan, 1998). Research suggests that high quality and ongoing staff training and development may even be more important than initial tutor qualifications in promoting student achievement. To illustrate, studies show that tutoring programs that hire only certified teachers do not necessarily demonstrate more positive outcomes than those programs which do not require tutors to be certified teachers (Topping, 1998; Wood, Wood, Ainsworth, & O'Malley, 1995). Instead, the key component appears to lie in the level of training provided to the tutor (regardless of previous experience or certification). Children receiving tutoring services from tutors with little training specific to the tutoring program tend to be less successful than children receiving tutoring services from tutors who have received high levels of specific training (regardless of certification). Studies and research illustrate that training and an ample number of professional development opportunities for staff improve the quality and effectiveness of tutoring programs (Cromley & Azevedo, 2005; Shanahan, 1998; Vadasy et al., 1997). Additionally, Riggs and Greenberg (2004) suggest that it is important to ensure that there is a good fit between a tutor's qualifications and the goals and mission of the tutoring program.

Section 3.0: Environment

Brain research shows that a student's emotional state has a strong impact on learning (Carpenter & McKee-Higgins, 1996; Gaustad, 1992). For this reason, students need to learn in environments that make them feel safe, secure, and relaxed. Effective tutoring environments should include all of the following:

- a) Environments should be healthy and safe for all students. Tutoring areas should not contain any potential hazards that may put students at risk physically, emotionally, mentally, or socially.

- b) Environments should be clean and free of clutter. Clean and organized environments assist in promoting increased student attentiveness and concentration by minimizing distractions.
- c) Environments should be well-lit and colorful. According to some studies, students who learn in such environments tend to feel more alert and motivated (Greer, Dudek-Singer, & Gautreaux, 2006; Osberg, 1997).

Section 4.0: Program Elements

There are a number of general program elements of tutoring sessions that establish an effective tutoring program. These program elements are as follows:

- a) Student-to-staff ratios should always be low (on average, about 1-5 students per tutor*). Research indicates that the most effective form of instruction is one-on-one tutoring (Juel, 1996; Merrill, Reiser, Ranney, & Trafton, 1992; Vadasy et al., 1997). In fact, the average student that receives one-on-one tutoring scores approximately 2 standard deviations above another average student that only receives a typical day's worth of classroom instruction (Topping, 1998). Although one-on-one tutoring sessions prove to be highly effective, low student-to-staff ratios also prove to be beneficial. Low student-to-staff ratios lead to positive social interactions both among students and between students and staff (Al-Hazza & Gupta, 2006; Carpenter & McKee-Higgings, 1996; Topping, 1998). Low student-to-staff ratios also lead to increased student ability in performing a larger variety of learning activities. These positive interactions help to create warm atmospheres that are essential to a student's cognitive and social development.
- b) Length of tutoring sessions should be appropriate to the attention span of the student. Though research has not definitively established any ideal length of time or frequency for tutoring sessions, existing studies suggest that tutoring sessions should total about two to four hours per week (Gaustad, 1992; Shumow, 2001). Moreover, an Indiana Department of Education analysis (based on 2005-2006 evaluation data) suggests that tutoring programs must be a minimum of 30 hours to maximize student success. Regardless of length, all sessions need to be appropriate to the attention spans of students being tutored (Buck, 1992; Gaustad, 1992).
- c) Each tutoring session should have clear and specific goals. In order for the student to understand the worth of each tutoring session, it is important that the lesson purpose is clear. Students will achieve more when they know what it is that will be learned (Buck, 1992; Gaustad, 1992; Osberg, 1997). In addition, developing specific goals makes it more feasible to determine whether or not the goal has been achieved. Setting appropriate organizational goals can also help providers and parents make decisions as to which

programs and instructional activities are the right fit for students (Riggs & Greenberg, 2004).

- d) Tutors should ensure that students spend adequate time on task during tutoring sessions. Research shows that without adequate time on task, tutoring can lower student achievement instead of increasing it (Shanahan, 1998). Adequate time on task involves spending the entire tutoring session doing all of the following with as few interruptions as possible: receiving instruction; discussion with the tutor or peers regarding the task or activity; actual performance of the task or activity. Some strategies tutors can use to help promote adequate student time on task include (Vadasy et al., 1997):

D1) Moving on to new concepts after one has been mastered;

D2) Presenting new concepts at a pace that reflects student need;

D3) Minimizing distractions and opportunities for outside interruptions. Tutors can help minimize such distractions by closing the door of the room in which tutoring takes place, maintaining small student-to-staff ratios, maintaining supervision during tutoring sessions at all times, and spending equal amounts of time with all students;

D4) Pre-reading and preparing each lesson before it begins.

- e) Each tutoring session should be well-planned. Planning a tutoring session before it occurs helps to maximize time spent on a task (Al-Hazza & Gupta, 2006; Vadasy et al., 1997).
- f) Tutors should demonstrate effective behavior management practices and develop clearly outlined and appropriate disciplinary actions to use when necessary. Effective behavior management is closely linked to reductions in social and behavioral problems as well as increased academic achievement (Riggs, 2004). By applying strategies of effective behavior management, student conduct improves. Likewise, without behavioral management, student conduct is more likely to be negative (Buck, 1992). Some effective behavioral management strategies include (Buck, 1992; Carpenter & McKee-Higgins, 1996; Greer et al., 2006; Keating, 2000):

F1) Setting clear and specifically defined rules;

F2) Continually applying and reviewing rules as necessary;

F3) Keeping activities upbeat and refraining from long amounts of idle time that tend to create boredom for students and the opportunity to misbehave. Boredom is one reason that some students may frequently act out. Minimizing student boredom by keeping activities upbeat may help consequently

minimize student disruptions and help maintain behavior management during tutoring sessions.

F4) Keeping lessons within students' academic and comprehension levels. Lessons that are too difficult often cause students to become frustrated, resulting in student misbehavior or students becoming withdrawn from the tutoring session.

F5) Providing students with positive reinforcement;

F6) Listening to a student's side of a story if there has been a negative occurrence during a tutoring session;

F7) Consistently treating all students equally and fairly;

F8) Promoting a positive and safe atmosphere.

*Please note: Due to available resources, the Indiana Department of Education sets a maximum student-to-staff ratio as 8:1 for its SES tutoring providers. Although a lower student-to-staff ratio is encouraged when possible, the ratio may never exceed 8:1.

SUBPART B: EFFECTIVE COMPONENTS OF PRACTICE

Section 5.0: Purpose and Scope

The purpose of this Part is to establish the effective components of practice for supplemental tutoring.

SUBPART B: EFFECTIVE COMPONENTS OF PRACTICE

Section 6.0: Instruction

Research indicates that instructional components of tutoring have a direct influence on a tutoring program's effectiveness. High quality, sound instruction helps to ensure an effective tutoring program. Effective components of practice that are necessary to secure sound instruction are as follows:

- a) Encouragement of student participation or active engagement in the task at hand. Student participation in tutoring programs helps to make programs effective and beneficial (Johnson, 2006).

Strategies that tutors can implement in order to promote student participation include (Cromley & Azevedo, 2005; Greer et al., 2006; Juel, 1996; Osberg, 1997; Shumow, 2001; Wood et al., 1995):

A1) Positive interaction with students. For example, a tutor may use methods of positive reinforcement or create a ritual of greeting students with a smile, a high five, words of encouragement, etc. before each tutoring session;

A2) Incorporation of more than one instructional method during tutoring sessions. For example, a tutor may read passages out loud with students and also draw a picture to help depict an image noted in the passage in order to help increase reading comprehension;

A3) Increased use of authentic learning materials that are used day-to-day. For example, a tutor may utilize art supplies, literature, measuring devices, computer, Internet, use of observation, etc.;

A4) Encouragement of student exploration guided by the tutor instead of reliance on the fact-based learning that lectures promote. For example, instead of the tutor giving a student a mathematic equation to solve a math problem, the tutor may allow a student to work on the math problem while encouraging the student to revisit previously learned concepts. If necessary, the tutor can aid the student in finding a mathematic equation needed to solve the math problem, which may help increase student comprehension and the retention of newly learned concepts;

A5) High degree of student collaboration. Students often learn through collaboration. Such collaboration can be met through tutor-student role reversal. In other words, the student will take on the role of the tutor, while the tutor takes on the role of the student. For example, the tutor may read a passage out loud and ask the student for help in sounding out words or the tutor may work on a math problem, purposely making errors for the student to correct or asking the student for help with difficult concepts. Together, the

student and tutor collaborate to sound out a word or solve a math problem. This sort of activity may prove to be fun and beneficial for a student. The student is given the opportunity to review concepts, while feeling a sense of self-worth by being able to help or explain information to a tutor;

A6) Multiple activity choices for students. Students often feel more engaged with a task if they have options of what to do. For example, a tutor may give students activity choices between reading aloud as a group, reading aloud in a small group or in pairs, or reading to themselves followed by a discussion of the passage. As another example, a tutor may give students activity choices in math for learning how to count change by manipulating play money, setting up a mock grocery store and allowing students to purchase play items as well as take on the role of the cashier, or allowing students to identify items that they would like to purchase and having the students count aloud the appropriate amount of play money that needed to purchase the item;

A7) Treatment of wrong answers as an initiator for deeper discovery through additional support and/or resources. For example, a wrong answer may signal a tutor to ask additional questions or to reinforce previously learned concepts. Wrong answers may also allow tutors to identify student skill gaps. Addressing these issues enables students to self correct errors or mistakes while maintaining a sense of competency. Additionally, further discussion and discovery allows a student to reevaluate what he or she already knows, giving the student an opportunity to change and/or strengthen his or her understanding based on what he or she has learned;

A8) Support of peer socialization. Students should be allowed to discuss ideas and learned concepts with one another. For example, students may benefit from discussing stories and solidifying reading comprehension through the discussion of plots and main events. Students may also benefit from discussing different methods of solving math problems. Students may find information that they did not already know, gain a new perspective, or have an idea re-explained to them in a different manner from a peer.

- b) Use of adjusted instruction allowing the learner to correct identified problems or errors using resources provided by the tutor. Research shows that it is important to adjust instruction as needed (Gaustad, 1992; Greer et al., 2006). If a student does not understand material, a tutor should try different techniques in presenting the material until a method is found that the student understands. If a student does not initially understand an approach a tutor uses, it is more than likely that he or she will not understand the same approach again. Examples of different approaches or correctives that a tutor may use include (Al-Hazza & Gupta, 2006; Cromley & Azevedo, 2005; Klausmeier, 1980):

B1) Repeating the question or direction using prompts such as, “Let’s study this carefully,” or “this is tricky, so listen carefully again”;

B2) Developing a review of questions that asks the difficult concept in a simple manner, followed by asking increasingly more difficult questions until the original question is asked again;

B3) Rewording or rephrasing questions;

B4) Giving a different example or demonstration;

B5) Drawing a picture or diagram, if necessary;

B6) Developing a hands-on activity for further understanding, if needed;

B7) Utilizing a different instructional technique;

B8) Revisiting previously learned and complementary concepts to give the student a basis upon which the student might integrate the new concept, followed by helping the student recognize connections between learned concepts and new concepts;

B9) Relating the difficult concept to a topic that interests the student, if possible;

B10) Using analogies that help students relate to the concept at hand, when possible;

B11) Giving prompts that help students recall known or previously learned facts or concepts.

- c) Use of modified correction for certain subjects or on the basis of a student’s developmental or academic level (Al-Hazza & Gupta, 2006; Juel, 1996). Appropriate correction may differ from subject to subject, or may even differ within subjects. For example, research shows that it is appropriate to give a student a correct response after making certain mistakes in reading, such as with pronunciation (Gaustad, 1992). Correcting a student’s pronunciation of a difficult word can help strengthen the student’s vocabulary and comfort him or her in using the new vocabulary correctly in everyday speech. However, immediately correcting a student on his or her reading comprehension may not prove to be as beneficial. Immediate correction in this case would not give the student the opportunity to think deeply or explain his or her point of view. Additionally, giving a student a correct response in math is generally inappropriate (Al-Hazza & Gupta, 2006). Math requires logic skills that are important to develop and master before moving on to more difficult material, because many basic math skills are needed and often revisited when dealing

with more complicated math problems and equations. Instead of immediately correcting the student, the tutor should attempt to re-teach the concept or guide the student to the solution.

A tutor must be aware of concepts being taught in each subject and ways in which correction should be used in order to maximize student learning. The tutor must also be aware of how much modification of instruction is needed on the basis of the developmental or academic level of the student in order to maximize student learning. Because one method of instruction or correction is acceptable while teaching one topic or student, it is not necessarily appropriate to assume that the same method should be used for teaching another topic or student (Carpenter & McKee-Higgins, 1996). Tutors must also be aware of student level while modifying instruction, ensuring that the student is being challenged but only within his or her ability level.

- d) Use of developmentally appropriate practices. All students require instruction that encourages cognitive, emotional, and social development. Without developmentally appropriate practices, students are not fully enabled to achieve at high levels (National Association for the Education of Young Children, n.d.; Osberg, 1997). See APPENDIX A for some examples of developmentally appropriate and inappropriate practices for tutoring.
- e) Use of scaffolded instruction, or instruction that gives a level of instructional support that is developmentally appropriate for the student (Cromley & Azevedo, 2005; Juel, 1996; Merrill et al., 1992; Wood et al., 1995). This kind of instruction helps a student to perform tasks that he or she could not ordinarily perform independently. The amount of instructional support that each student needs varies from student to student. However, the general steps for providing such support are typically uniform. A tutor models a behavior or task and a student watches. The student then performs the same behavior or task with help from the tutor. The child can then begin to perform the behavior or task with increasingly less help from the tutor until he or she can perform it independently. See APPENDIX B for a deeper explanation and a model of scaffolded instruction.
- f) Use of flexible, upbeat activities that can be related to everyday life (Al-Hazza & Gupta, 2006). Flexible and upbeat activities help to grab student attention and interest, which in turn helps to increase student participation. Research shows that students feel more connected to lessons when they can understand how they are relevant and connect to everyday life (Shumow, 2001; Osberg, 1997).

Section 6.1: Individualized Instruction

Extensive research shows that emotional, social, and cognitive differences among students affect how each student responds to instruction (Gardner, 1999; Gaustad, 1992;

Juel, 1996; NAEYC, n.d.; Shumow, 2001). For this reason, no type of instruction is universal. Different types of instruction are effective for different students. In order for a tutoring program to be effective overall, it must meet the varying needs of individual students (Greer et al., 2006). By understanding the student's personal interests, likes and dislikes, and individual abilities, instruction can be individualized for each student in order to make his or her personal learning experience highly beneficial (Al-Hazza & Gupta, 2006). Examples of individualized instruction include:

- a) Lesson plans designed around the skill base of each student;
- b) Adaptation to each student's individual needs;
- c) Adaptation to each student's individual pace;
- d) Recognition of and adaptation to each student's learning style or preference;
- e) Recognition and use of positive reinforcement that each student finds most rewarding;
- f) Provision of instruction geared toward the personal interests of each student, when possible (examples include the use of fiction and non-fiction reading materials that interest the student and the incorporation of student interests into mathematical word problems);
- g) Instruction geared toward the skill gaps identified for each student (based on provider's pre-test and goals set out in the SES agreement).

Section 7.0: Tutor Communication with Students

Communication between tutors and students is imperative to the learning process. A constant flow of communication allows the tutor to better determine areas to focus on for improvement and allows a tutor to communicate feedback to a student regarding his or her level of mastery (Gaustad, 1992; Juel, 1996). Effective communication also helps to create the type of positive atmosphere that can lead to high levels of student achievement. Components of effective tutor communication with students include:

- a) Use of cues or communication that explains to the student what is to be learned. In order for a student to comprehend material, it is helpful that he or she understand what is expected to be learned in each lesson.
- b) Use of positive reinforcement that rewards a student and encourages him or her to repeat the same behavior that yielded the reward (Greer et al., 2006). The reward may be internal or external. Praise from tutors, high fives, a cheer, peer admiration, or privileges are some examples of positive reinforcement. Positive reinforcement often leads to a sense of accomplishment which makes a student feel able, capable, and ready to take on another task. Just as positive

reinforcement needs to be implemented in tutoring programs, the effects of negative reinforcement also need to be addressed. A student should never encounter any use of negative reinforcement (Cromley & Azevedo, 2005). Negative reinforcement can range from yelling, sarcasm, criticism, or punishment, to even a disapproving look or frustrated tone of voice from a tutor. Negative reinforcement is not effective in promoting high student achievement, as it may ultimately disrupt learning and interfere with cognitive performance (Feshbach, 1976). Therefore, it should never be used under any circumstance.

- c) Provide feedback to a student on his or her mastery level of a task. Students need to see evidence of their achievement and success (Gaustad, 1992). As students continue to see themselves achieve, they believe that they are more capable. Students' positive attitudes toward their learning and their interests in topics and subjects being learned also tend to increase. Feeling competent is important to student success; in turn, evidence of success helps students to acquire this sense of competency.
- d) Use of "people first" talk in everyday dialogue to help make all students, regardless of their ability levels, feel capable and important. "People first" talk is defined as speech in which every person is called a person before any other predisposing factor (Indiana Governor's Council for People with Disabilities, n.d.). As an example, when recognizing the disabilities of individuals, those individuals should be referred to as a "person with a disability."

For more information on acceptable words that associate with the conditions that challenge some people, as well as suggestions for interacting with people with disabilities, please visit the Indiana Governor's Council for People with Disabilities Web site at: <http://www.in.gov/pcpd/publications/interact.html>

Section 8.0: Assessment

- a) Assessment is a means to measure both student achievement and the effectiveness of a tutoring program. Standardized assessments need to be used as measurements of overall achievement.
- b) Providers are required to use both a pre-test and a post-test. A pre-test may act as a diagnostic assessment. Diagnostic assessments are meant to identify skill gaps and can help monitor student progress. This form of assessment needs to be used in order to adjust and individualize instruction. A pre-test also acts as a baseline of comparison to compare with a post-test. The comparison between the pre- and post-test shows the progression of student achievement.
- c) The assessment that a provider uses must be appropriate for that provider's program, and must measure the skills and concepts that are taught during a

provider's program. As such, a provider must ensure that the assessment used is a valid measure of the provider's program and skills to be taught.

- d) Because SES providers are accountable for increasing a student's ability to master Indiana Academic Standards, providers should ensure that their pre- and post-assessment aligns with Indiana Academic Standards and assesses many (if not all) of the same skills that are covered by the standards. Indiana Academic Standards for each grade and subject are available at:
<http://www/doe/state.in.us/asap/academicstandards.html>.
- e) SES providers should ensure that they have methods in place for monitoring the administration of pre- and post-assessments. Improper administration of pre- and post-assessments may lead to assessment results that are unreliable and invalid. Suggested methods for ensuring proper assessment administration include:

E1) Properly training employees who will be administering assessments. Training should include helping employees understand appropriate length of assessment administration, how to ensure test security and avoid cheating, what to do if a student has a question, and (especially if the employee is administering the assessment verbally) how to avoid giving improper verbal or non-verbal cues that may prompt a student to choose one answer over another.

E2) Clearly communicating to students the procedures that will be used to administer the assessment, including the processes by which clarification may be requested; timeframes for completing each assessment section (as applicable); and allowable student activities before and after testing is completed.

E3) Developing appropriate test collection procedures.

E4) Ensuring that those employees who will be scoring assessments are properly trained and supervised during the scoring process.

E5) Developing methods for identifying and addressing potentially invalid tests.

SUBPART C: ESSENTIAL “MUST DO’S” FOR TUTORS

Section 9.0: Purpose and Scope

The purpose of this Part is to establish essential things that tutors should do to maximize the utility of tutoring programs in improving student achievement.

SUBPART C: ESSENTIAL “MUST DO’S” FOR TUTORS

Section 10.0: Student Identification and Recognition

In order to create a highly effective tutoring program, it is important for a tutor to identify and recognize certain characteristics of both students and the tutor him/herself. Identifying and recognizing these characteristics will help tutoring run smoothly and effectively. Important “must do’s” for tutors involving identification and recognition include:

a) Identify and recognize student characteristics.

A1) Identify the type of reinforcement that the student finds most rewarding. All students have varying social, emotional, and cognitive differences. These differences cause students to react to different types of reinforcement differently. It is important to find the type of positive reinforcement that is most rewarding to each student. Providing the type of positive reinforcement identified for each student will make each student feel capable, unique, and have a sense of self-worth (Gaustad, 1992).

A2) Recognize the varying mental ages of students. All students, regardless of age, do not develop at the same pace. Naturally, some students are more advanced at different points in time in comparison to other students. For example, research indicates that children entering first grade may have mental ages that vary up to four years (Gaustad, 1992). This variation only increases in successive years. It is important not to expect all students to be the same mental age.

A3) Recognize individual student learning styles and preferences. Not all students learn in the same manner. In order to capitalize on each student’s learning potential, instruction should be designed to incorporate the style in which each student learns best (Gardner, 1999; Greer et al., 2006; NAEYC, n.d.). Additionally, allowing students to use their learning preferences makes them feel more connected to and engaged in learning. Learning preferences may include a proclivity toward having instructions written down instead of just verbalized; a need for visual supplements during instruction; a desire for hands-on activities, etc. Student engagement helps promote high academic achievement.

A4) Recognize the changing needs and interests of each student. Students have different needs at different points in time. Students’ needs change as they master certain subject matters and move on to more difficult material. Recognizing these changing needs allows tutors to adjust instruction accordingly. It is also important to recognize that student interests are often very fluid. Instruction can be geared to meet these personal interests to maximize student engagement. Making a connection between personal

interests and learned concepts helps a student to better understand and remember content from the lesson (Al-Hazza & Gupta, 2006).

Section 11.0: Tutor Identification and Recognition

a) Identify, recognize, and reflect on tutor characteristics

A1) Each tutor should identify his or her personal strengths and weaknesses. Strategies for identifying strengths and weaknesses might include self-assessment administered by the provider; tutor self-evaluations coupled with regular tutor evaluations conducted by the provider; or periodic conferences between the tutor evaluator and the tutor.

A2) After a tutor identifies personal strengths and weaknesses, he or she should capitalize strengths and make every attempt to avoid any weaknesses during tutoring sessions (Topping, 1998). This will allow tutoring to run more smoothly. It also gives the student more validity regarding the tutor's abilities and knowledge of certain subjects. Capitalizing on tutor strengths and avoiding weaknesses help students feel comfortable with tutors, because it allows students to see tutors as highly competent and in a positive light. For example, if discussion facilitation is not a tutor's strength, he or she can promote discussion by allowing students to break into groups and discuss a variety of questions or topics supplied by the tutor. If a tutor possesses artistic ability as a strength, he or she can create many visual aids or cartoons to help in explaining different lessons and concepts.

Tutor evaluations should also include identification of strengths and weaknesses, as well as an examination of whether tutors are being successful at capitalizing on strengths and avoiding weaknesses. Providers may also want to explore specific professional development opportunities geared toward addressing tutor weaknesses.

A3) Tutors should perform self-critiques. Taking the time to recognize and try to improve skills that need improvement will enable tutors to provide more effective tutoring services to all students. Some examples of topics that may be used in self critiques include, but are not limited to the following:

1. Personal knowledge of subject matter;
2. Ability to develop positive and trusting relationships;
3. Ability to adjust instruction when necessary;
4. Ability to individualize instruction according to student needs;
5. Level of student interest/participation;

6. Use of positive reinforcement;
7. Attention focused on all students equally;
8. Level of smoothness of each tutoring session.

Tutor self-critiques should be followed up on with discussions between the employer (the provider) and the tutor to identify areas for improvement and areas in which the tutor has been successful.

Section 12.0: Relationship Building

Building relationships is a key part of a tutoring program. Important elements of relationship building in supplemental educational tutoring include:

- a) Establishing and developing trusting, positive relationships with students. Students respond better in an environment in which they feel safe, relaxed, and secure. Building trusting and positive relationships is essential for tutors in order to connect with students. In trusting relationships, students feel more comfortable making mistakes and participating, which allows them to become better learners and achieve academically (Stipek, 2006). Tutor behaviors that may promote such relationships include:
 - A1) Listening to student thoughts and concerns;
 - A2) Responding gently and positively to students;
 - A3) Avoiding harsh punishment;
 - A4) Displaying positive emotions;
 - A5) Displaying a genuine concern for a student's well-being;
 - A6) Paying attention to a student's personal interests.
- b) Establish and develop positive relationships with school districts. It is important, in order for a tutoring program to run smoothly, to collaborate and form positive relationships with school districts. Research shows that collaboration between tutoring programs and schools allows for many positive gains (Gaustad, 1992). Teachers and schools who understand and recognize a tutoring program's potential and ability to help students often provide considerable support to such programs. In addition, tutoring programs have more available resources by collaborating with schools. Overall, effective collaboration reduces tension between programs and schools, which in turn creates a positive atmosphere that promotes high quality tutoring.

SUBPART D: ADDITIONAL IMPORTANT ELEMENTS

Section 13.0: Purpose and Scope

The purpose of this Part is to establish other important elements of tutoring programs that help to support effective tutoring.

SUBPART D: ADDITIONAL IMPORTANT ELEMENTS

Section 14.0: Monitoring of Tutors

Monitoring helps establish that tutors are doing everything they can to ensure that a student has the best tutoring possible. Monitoring of tutors also provides information regarding whether tutoring occurs, when and how it is supposed to occur, and whether the most effective practices are being used during tutoring sessions (Al-Hazza & Gupta, 2006). Adequate monitoring by both the tutoring program and the state is important. Elements of tutor monitoring and evaluation should include:

- a) A monitoring plan based on tutoring schedules. Well-planned monitoring helps to ensure that no time is being wasted. Posted schedules along with posted schedule changes help to ensure that the monitoring process is adequate and runs smoothly.
- c) Evaluations that include specific criteria upon which tutors will be rated and a rubric to help ensure that the monitoring process is fair, unbiased, and accurate. Tutor evaluation should include, but not be limited to the following criteria:

The extent to which the tutor:

B1) Connects well with students;

B2) Displays professionalism at all times;

B3) Makes clear and practical demonstrations;

B4) Displays an ability to make material easily understood;

B5) Varies instructional procedures while working with students with differing abilities;

B6) Maintains student interest and attention;

B7) Provides positive reinforcement;

B8) Displays evidence of lesson preparation.

- c) Providing the tutor with a summary or copy of the tutor evaluation tool that is used for monitoring the tutor along with comments that enable the tutor to recognize and strengthen areas that need improvement.
- d) Collaboration of all parties involved.

- e) Creating a plan of action or specific steps to take that address and work toward the improvement of ineffective tutors.

Section 15.0: Support for Tutors

Effective tutoring programs should offer ongoing support to tutors. Tutoring must always be beneficial and positive for students, but it is also important that tutoring is positive for tutors. Varying student personalities, lack of clarity or training on the provider's program, or lack of resources may cause frustration for tutors. Frustrated tutors cannot effectively tutor students. In fact, frustrated tutors can reduce the success level of tutoring programs (Gaustad, 1992). Support can reduce frustrations and may allow for open communication between tutors, improve tutor competency levels, and increase familiarity with a provider's tutoring program. Forms of support that can assist tutors include:

- a) Professional development opportunities for tutors.

A1) Professional development trainings allow tutoring programs to provide tutors with effective strategies to address issues that may arise during tutoring sessions. For example, some tutors may experience problems with behavioral management during tutoring sessions. Professional development opportunities may help tutors in addressing such issues.

A2) High levels of program training can allow tutors to become more familiar with program procedures and expectations of the tutoring program. This can improve tutor competency and subsequently the effectiveness of tutoring programs.

- b) Assistance with conflict resolution. Tension among staff should be recognized and resolved immediately and, if possible, before a tutoring program begins. In addition, tutors may benefit from receiving support with resolving conflicts with students, parents, or school staff periodically throughout the duration of the tutoring program.
- c) Group meetings with tutors to help tutors collaborate and share frustrations and successes and suggestions on how to address or resolve common issues. In addition, group meetings can provide a framework for open communication between tutors in the field, site directors, and owners/leadership of tutoring programs.

Section 16.0: Communication with Districts and Parents/Guardians

Communication is an essential part of an effective tutoring program. Beyond effective communication with students and tutors, communication with districts and parents/guardians is also important. Effective communication begins with the following:

- a) Both districts and parents/guardians should be informed of all aspects of the tutoring program prior to and throughout the duration of the program.
- b) Both districts and parents/guardians should be regularly informed on students' progress (based on the exact timeframe that was agreed to in the SES contract or SES agreement).
- c) Providers should ensure that progress reports are parent-friendly and easily understandable.
- d) Providers should follow up with parents and school and district staff to ensure that progress reports have been received. Providers should also offer time in which parents or school/district staff can ask questions about progress reports.
- e) Both districts and parents/guardians should be promptly informed of any schedule changes.

SUBPART E: PARTICIPATION OF CHILDREN AND FAMILIES OF CHILDREN
RECEIVING SUPPLEMENTAL TUTORING

Section 17.0: Purpose and Scope

The purpose of this Part is to establish strategies to increase student participation in SES programs and to further establish effective components of family participation that help maximize the effectiveness of a tutoring program.

SUBPART E: PARTICIPATION OF CHILDREN AND FAMILIES OF CHILDREN RECEIVING SUPPLEMENTAL TUTORING

Section 18.0: Actions to Encourage SES Participation

In the 2005-2006 school year, 24.04% of eligible students in the state of Indiana signed up for SES. Although this number is significantly higher than the national average of about 17% of eligible students signing up for SES, there is a much larger number of students that can benefit from SES. The following are some suggested actions that providers can take to help encourage participation in SES programs (Ashby, 2006):

- a) Provide written information in English about SES to parents.
- b) Provide written information in language(s) other than English about SES to parents when necessary.
- b) Hold individual meetings and/or phone conversations with interested/participating parents.
- c) Encourage principals, teacher, or other school staff to talk with parents.
- d) Offer supplemental services in locations that are easily accessible to students after school (e.g., on or near the school campus).
- e) Offer SES at a variety of times (e.g., after school, weekends, summer break).
- f) Collaborate with districts to lengthen the period of time parents have to submit applications for SES, if necessary.
- g) Collaborate with districts to hold events where parents of eligible students can learn about provider's tutoring program.
- h) Make public announcements if possible (e.g., television, billboards, newspaper ads, school newsletters, community newsletters, program newsletters, local radio).

Section 19.0: Strategies to Encourage Family Participation

Family participation helps ensure that a tutoring program will be effective for each student (Cosden, Morrison, Gutierrez, & Brown, 2004; Gaustad, 1992). The following are suggested strategies that providers can use in order to encourage increased family participation:

- a) Include information about the importance of family participation in provider pamphlets or brochures.

- b) Keep parents/guardians regularly informed on student progress.
- c) Provide parents/guardians with occasional positive comments regarding students, when possible.
- d) Send newsletters to parents/guardians about upcoming lessons or activities.
- e) Encourage students to share their experiences during tutoring sessions with family members.
- f) Encourage parents/guardians to ask questions to students about their experiences during tutoring sessions.
- g) Encourage parents/guardians to show a genuine interest in their child's tutoring experience.
- h) Create a communication journal for each student to share with his or her family.
- i) Demonstrate a respect for the family's home language and culture.
- j) Avoid using educational jargon and instead use familiar words with families.
- k) Hold an orientation for parents that fully explains provider's program.

Section 20.0: Tips and Strategies for Families

The following are tips and strategies that providers can share with families of students receiving tutoring services in order to help ensure that the program will aid and encourage the student in making academic gains:

- a) All family members should be non-critical of their student. Less critical families have students who are more likely to succeed academically (Gaustad, 1992).
- b) All family members should be patient with their student. Research shows that students with more patient family members are able to become more successful readers than students with more impatient family members (Feshbach, 1976). All students learn at different paces, so patience should be practiced at all times.
- c) All family members should be encouraging of their student. Students succeed at higher levels when families are supportive and encouraging (Cosden et al., 2004; Gaustad, 1992). Family support can promote higher self-esteem that relates to higher academic achievement levels.

- e) Family members should offer homework help when possible. Homework help gives immediate aid to students, but moreover, research shows that family homework help models important study skills and positive attitudes that help students succeed academically (Cosden et al., 2004).

SUBPART F: APPENDICES

Appendix A

Developmentally Appropriate and Inappropriate Practices for Tutoring

(Al-Hazza & Gupta, 2006; Greer et al., 2006; Johnson, 2006; Juel, 1996; NAEYC, n.d.; Osberg, 1997; Shumow, 2001; Stipek, 2006)

Developmentally Appropriate and Inappropriate Practices for Tutoring in Elementary Education

Developmentally Appropriate	Developmentally Inappropriate
Classroom environment that reflects the real world in terms of discussion topics and the manner in which concepts are presented	Artificial classroom environment
Active exploration of the surrounding world that directly ties to the lesson	Large amounts of desk work
Manipulation of real world objects that supplement the lesson	Overuse of textbooks, workbooks, worksheets, etc.
Learning through direct experiences that relate to the lesson when possible	Fact-based learning at all times
Reflection and interaction with peers and adults	Continuous, individual learning
Instructional strategies that vary according to learning needs of each student	Static instructional strategies
Mixture of tutor-guided and student-guided activities as needed and as appropriate to deliver scaffolded instruction	Formal lectures
Allowing students to choose activities, provided by the tutor, that directly tie to the lesson	Requiring all students to engage in only one activity

Developmentally Appropriate and Inappropriate Practices for Tutoring in Middle School Education

Developmentally Appropriate	Developmentally Inappropriate
Classroom environment that reflects the real world in terms of discussion topics and the manner in which concepts are presented	Artificial classroom environment
Positive role models in the tutoring program	Negative or no role model
Small learning groups	Large, impersonal learning groups
Students given choices and decision-making opportunities regarding activities and topics discussed when possible	Adult takes total control over learning experience
Focus on academics as well as emotional and social growth	Complete focus on academics
Personal adult relationships	Impersonal adult relationships
Learning through direct experiences that relate to the lesson when possible	Fact-based learning at all times
Reflection and interaction with peers and adults	Continuous, individual learning
Time for movement that directly involves activities that reflect the lesson	Excessive sitting still with no activity

Developmentally Appropriate and Inappropriate Practices in High School Education

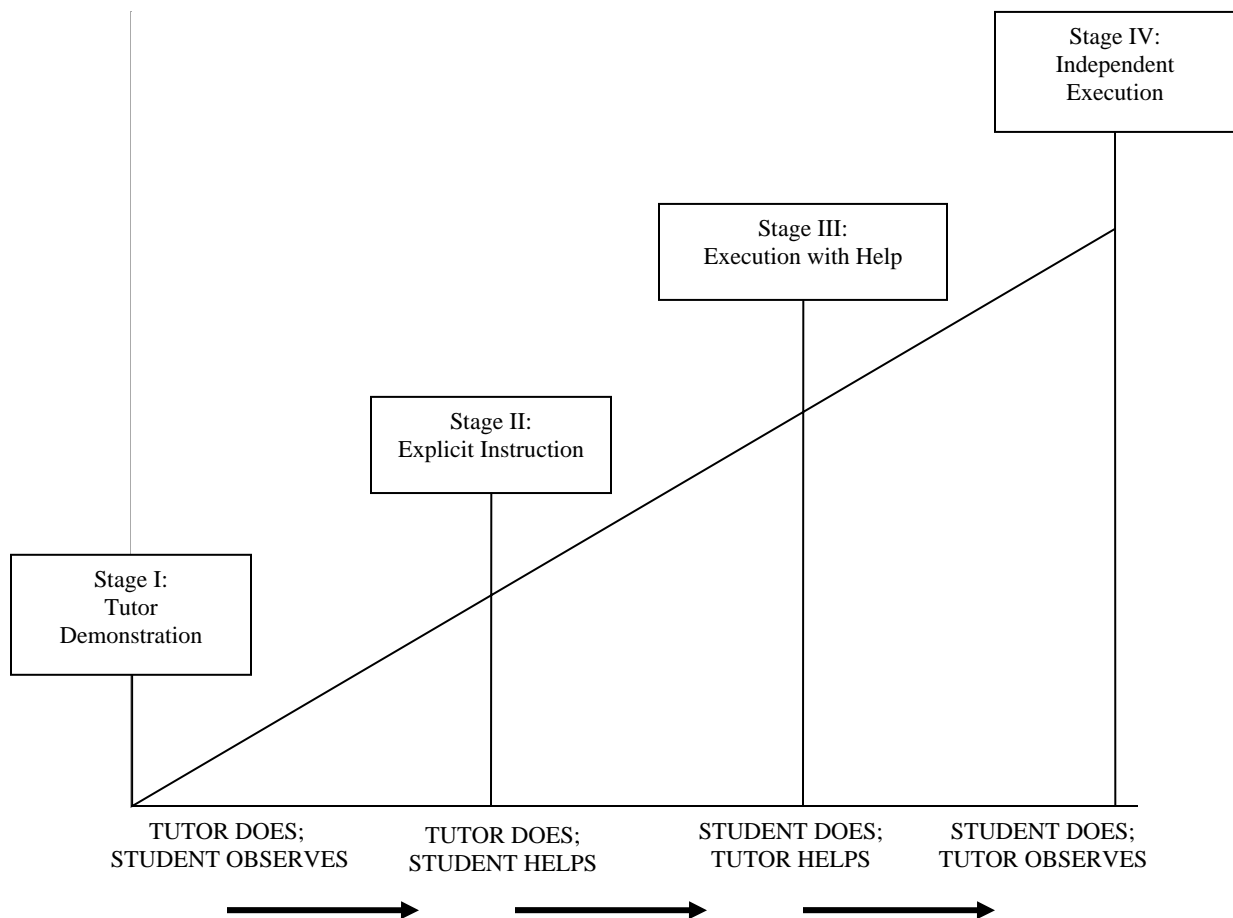
Developmentally Appropriate	Developmentally Inappropriate
Classroom environment that reflects the real world in terms of discussion topics and the manner in which concepts are presented	Artificial classroom environment
Positive role models in the tutoring program	Negative or no role model
Small learning groups	Large, impersonal learning groups
Students given choices and decision-making opportunities regarding activities and topics discussed when possible	Adult takes total control over learning experience
Shared dialogue and critical thinking with adults	Impersonal adult relationships
Project-based learning that applies knowledge to the real world	Excessive academic pressure

SUBPART F: APPENDICES

Appendix B

Scaffolded Instruction Model

(Cromley and Azevdeo, 2005; Juel, 1996; Merrill et al., 1992; Wood et al., 1995)



The primary objective to be reached using scaffolded instruction is that the student will independently perform a task that he or she would not usually be able to perform on his or her own. Using the scaffolded instruction model, the tutor is to act as a scaffold and provide the student with just enough support in order to succeed. The tutor must find a balance between giving support to the student and pushing him or her to act independently and achieve. This scaffolded instruction model lays out the foundation and necessary stages in order for a student to achieve at his or her maximum potential.

Stage I: In this stage, the tutor is to provide the student with a demonstration. The tutor needs to model the task that the student is to complete.

Stage II: In this stage, the tutor is to provide the student with explicit instructions. The tutor needs to explain all necessary information to the student and provide additional demonstration and examples as needed.

Stage III: In this stage, the student attempts to mimic the behavior that was modeled by the tutor. The tutor is beginning to fade out the assistance. With the tutor's help, the student can properly execute the task being learned.

It is within stages I, II, and III that the majority of actual tutor instruction must fall in order for a student to experience the maximal amount of growth. During these stages, students do the most learning.

Stage IV: In this stage, a student is able to master and complete a task independently. While most actual learning takes place in stages I, II, and III, stage IV allows a student to solidify knowledge and demonstrate his or her mastery level. Mastery of task independently often helps the student feel a great sense of confidence and competence. If the student has not mastered the task, then stages I, II, and III should be revisited using modified instruction, until the student demonstrates mastery in stage IV.

As a summary of scaffolded instruction, a tutor models behavior for a student while a student observes. With help, the student then mimics the tutor's behavior. As the student begins to grasp learned concepts more and more, the tutor fades out instruction until the tutor is simply watching the student independently perform the behavior that the tutor originally modeled.

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